

IMPROVING SPEAKING SKILL THROUGH TASK BASED LEARNING STRATEGY AT SEVENTH GRADE STUDENTS OF SMP NEGERI 3 BATURITI IN ACADEMIC YEAR 2012/2013

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara dengan menggunakan strategi pembeajaran berbasis tugas. Penelitian penelitian tindakan kelas ini dilakukan pada siswa SMP Negeri 3 Baturiti tahun akademik 2012/2013. Analisis yang digunakan adalah analisis deskriptif dengan menggunakan desain tes awal dan tes akhir. Terdapat dua siklus. Disetiap siklus mencakup dua pertemuan. Diawali dengan reflesi awal, kemampuan berbicara masih dalam kategori rendah, dengan hasil 4,51. Kemudian, hasil dari refleksi pada data analisis menunjukkan bahwa skor rata-rata pada siklus I meningkat dari 5,82 menjadi 6,58. Pada siklus II, peningkatan terjadi dari 7,31 menjadi 8. Temuan ini menunjukkan bahwa dengan strategi berbasis tugas cukup efektif untuk membantu siswa kelas VII pada SMP Negeri 3 Baturiti pada peningkatan kemampuan berbicara. Selain itu, hasil analisis angket mengenai perbandingan persentase untuk masing-masing item adalah 59,97 %, 36,53%, 3,49% dan 0%. Hal ini menunjukkan bahwa terjadi perubahan positif terkait dengan sikap dan motivasi siswa pada pembelajaran dan berbicara dengan penerapan strategi pembelajaran berbasi tugas.

Key words: *kemampuan berbicara, strategi pembelajaran berbasis tugas*

INTRODUCTION

The ability of speaking English as one of the foreign languages in this modern era cannot be avoided. We could get this subject in school starting from fourth grade elementary students until university. In teaching and learning English, there are four language skills that should be well mastered: reading, speaking, listening and writing. All

of these skills are integrated with each other and cannot be separated, as it was impossible to teach or learn one skill without considering the others. Current studies showed that the ability of the students in mastering these four language skills in general is still low and beyond the expectation, especially in expressing their idea orally. Some of the students need improvement in

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speaking. In this case it needs new strategy to cope with this phenomenon. It is believed that one learning strategy may, to some extent, improve the students' speaking skill by doing some tasks, which is through task based learning strategy.

Language listening strategies are used with the explicit goal of helping learners to improve their knowledge and to understand of a target language. They are the conscious thoughts and behaviors used by students to facilitate language learning task and personalize the language learning process. In addition, Ellis (2003:24) points out that the main purpose of a learner studying English, as a second language is to reach a personal goal to achieve success.

Such strategies allow learners to control the learning process by helping to coordinate their effort to plan, organize, and evaluate target language performance. According to Ruso (2007:13), learners do not like teachers who spend most of class time lecturing. Lecturing time demotivates them because they do not like being passive in class.

Consequently, learners have limited input to the learning process.

Task based learning strategy is able to offer several advantages by helping learners to develop cognitive processes, creative thinking and problem solving. Many learners stated that when their teachers assigned a variety of task for them to perform, they had the opportunity to use language communicatively. Nunan (2004:19) states that task based learning strategy focuses on learners using language naturally in pairs or group work, allowing them to share ideas. It encourages them to be actively involved in the learning process.

The Objectives of the Study

This study is designed to find out the effectiveness of task based learning strategy in improving speaking skill of the seventh grade students of SMP Negeri 3 Baturiti Tabanan in Academic year 2012/2013.

Then, it is really hoped that this study is fruitful for the students to increase and strengthen their motivation, desire and interest in learning English to improve their

ability in speaking, and also for the teacher as well as. In his teaching, he could consider using task based learning strategy in improving the students' speaking skill.

Theoretical Bases

The fundamental theoretical framework can largely, minimize versions of classroom action research. The present study is conducted on the ground of the following theoretical bases.

Conception of Speaking

Speaking is ability to speak and to understand the language by using expression using oral communication. Speaking is one of the four basic language skills that should be well mastered by the students who learn English as foreign language. In order to equip their students with good speaking skill, English teacher should be good in speaking skill. It is considered being active skill because the speaker must hand over to grasp both in thought and in utterance orally. In this study, Task Based Learning Strategy is used to improve the students speaking ability.

Ellis (2003:6) states that task based learning strategy have been promoted by second language acquisition as an alternative in speaking learning process. Speaking is a hard study for the students and the teacher during the teaching and learning process since they are not native speakers and not trained well to listen information at the speech at any ordinary speech conveyed.

Nunan (2004:6) suggests that task based learning helps learners to develop their individual to support learning autonomy. This approach provides opportunities for students to plan task with emphasis on the communicative process. Speaking is applied to the need for auditory processing of a word, a phrase, or a sentence in order to reproduce it. Thus, in speaking is as means to another end, the students are asked to respond and express ideas in order to establish orally the patterns of the language as subconscious habits.

Technique of Teaching Speaking

In this case, students should be able to speak in organized ways in order they can share their points of view to others clearly and meaningfully. So, in teaching, it not

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only teach the students how to speak in good spelling and pronunciation but also be defined as teaching students to express their ideas in a good organization. Muller (2003:89) states that in teaching speaking there are some technique that can be used by the teacher, such as:

Giving Information

Giving information is kind of teaching speaking method that is usually done by the teacher by giving some explanations about the topic discussed. In this case, the teacher can give some information to help the students' understand what they are going to do during the learning process.

Example: Giving the material to the students and explain to them what they are going to do and what should they do with the task given.

Surveys

Survey is kind of teaching speaking method where the teacher does some investigation to know each student's ability provoking conversation and opinion exchange to get the students to conduct the questionnaires and survey certain

information either they understood the lesson or not.

Example: The teacher should not focus only to one student but the teacher should do the investigation to all of the students in the class. In order to know the students' interest, the teacher should give the questionnaires. Therefore, the teacher can find the students' motivations.

Role-play

In role-play activities the students are asked to do some activities to imagine that they were in the different situation. We may tell them to role-play by following the topic given, for example, the students do conversation with their sit mates which is using expressions of greeting, thanking, asking and giving information, asking and giving apology and expression of congratulation.

Example: The students are asked to come in front of the classroom to do role-play.

Discussion

Discussion is kind of teaching speaking method using by the teacher, which in this activity there

are asked, and answered some questions between the teacher and the students, so, in this discussion session students can change their opinions so there are clarification of the topic that they are discussed.

Example: There will be discussing session where the teacher asks about the students' difficulties; it is either the difficult words or the expressing used in the conversation.

Question and Answer

In this method, the teacher asks some questions related the topic that will be discussed. Teacher gives some situations to the students and the students have to express the situations by making a short conversation which consists of question and answer.

Example: Providing asking and answering question session. Therefore, the teacher will know the students' understanding about the material given.

The Importance of Speaking in Teaching English

Four basic skills in language is the main point to make communication to other people. Speaking is one of the four basic

skills which are very important since it is impossible for us to express our ideas without ability in speaking English.

The main purpose of the language learning is to be able to communicate by the language very well. It means that at the end of learning process, the learners are expected to have ability to use the language in their daily communication. Based the explanation above, speaking is very important for the development of other language skills.

Components of Speaking

To be more specific about effectiveness in deploying improvisational skills, an examiner might make detail assessments in term of speaking, Weir (2001: 156) writes:

- a. Fluency is smoothness of execution. Ability to negotiate meaning including the ability to use communication strategies with ease when facing difficulties.
- b. Appropriateness includes degree of politeness, suitable timing in turn taking

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suitability of language used in requesting clarification and expressing disagreement.

- c. Accuracy focuses on both intelligibility and grammar.
- d. Range refers to adequacy and variety of vocabulary and structures.

In summary, the components of an oral English activity should emphasize the nature of communication. The three most important components were fluency, appropriateness and accuracy. Fluency conveys the meaning runs smoothly in each situation. Appropriateness refers to proper use and choice of word, phrases or sentences suitable in conveying meaning. Accuracy implies correct use of structure and grammar as well as vocabulary and pronunciation.

Task Based Learning Strategy.

The task based learning strategy is an effective teaching method, which helps the students develop the ability to use a new language practically. In addition, Genc and Bada (2005:9) state that the use of task based learning is to develop English speaking ability,

investigate the effectiveness of group work incorporating task based learning and explore learners' perception of improvement in their English speaking abilities learning through task based learning strategy. In addition, it is stated that there are some roles that teacher is expected to fulfill the task based learning:

- a. It is assumed that the goal of language teaching is learner ability to speak in the target language.
- b. It is assumed that the content of a language course will include semantic nation and social function, not just linguistic structure.
- c. Students regularly work in groups of pair to transfer meaning in situations where one person has information that the others lack.
- d. Classroom materials and activities of the authentic one to reflect real life situation and demands.
- e. Skills are integrated from the beginning: a given activity might involve reading, speaking, listening, and perhaps writing, this assumes

the learners are educated and literature.

- f. The teacher should be able to use the target language fluently and appropriately.

In specific language environment, it required the students to communicate each other in the language they are learning. The students and teachers should put themselves into the real scene. Gradually, they accumulate the perceptual knowledge of English and then develop the sensibility of this language, thus, to achieve the purpose of grasping a language.

Nunan (2004: 25) writes that task based learning strategy provides many advantages in teaching English as a foreign language because it offers language experience in the classroom. Task based learning strategy focuses on learners using language naturally in pair of group work, allowing them to share their ideas.

So in teaching process, it sets up some language models, which can be used in the real communication. Its focal point is to train the students to use the language in speaking circumstance. It helps the students

develop the skill of speaking and listening. It gives the students the chances to participate in the teaching activities.

Teaching English as a foreign language using task based learning strategy has been proven effective by researchers at various levels of education. Many research projects over the past twenty years have investigated task based learning strategy as done Jeon and Hahn (2006:54).

RESEARCH DESIGN

Methodology has a very important role in every scientific study since it determines the quality result of research. This study is designed in form of action research. It was scientific problem solving investigation, which had been done by real teaching action in the classroom. This classroom study was mainly concerned with teaching speaking through task based learning strategy by using two kind of tests, that was Initial Reflection(IR) or pre-test and Reflection or post-test. Initial Reflection (IR) is used to measure the pre-existing speaking skill and reflection that is carried out

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at the end of each session, it is meant to reveal the expected increasing speaking skill of the subject after they have been taught by using task based learning strategy.

In this classroom action study, the teaching and learning processes are divided in two cycle consisting of two sessions, and each session consists of two interconnected activity, namely: planning (P), action (A), observation (O), and reflection (R). In which, each of these is elaborated in the following part of this session.

The study was conducted in two cycles, I and II as the following detail shows.

Cycle I : Initial Reflection (IR)→
Planning (P)→ Action
(A)→Observation (O)
→ Reflection (R)

Cycle II : Revised Planning
(RP)→Planning (P)→Action
(A)→Observation (O)
→ Reflection (R)

Note:

IR : Initial Reflection or Pre-test

P : Planning

A : Action

O : Observation

R : Reflection

RP : Revised Planning

Initial Reflection (IR)

In this step, the researcher gave a pre-test about speaking to know the students' pre-existing speaking ability. The pre-test was conducted by completing short dialogue and practicing it in front of the classroom.

Planning (P)

In the step, the researcher planned all thing needed by the students before applying the method such as:

1. Deciding the topic for the first cycle
2. Deciding technique to overcome the problem
3. Designing the media for the first cycle
4. Setting up the lesson plan

Action (A)

In this step, the researcher did the teaching in the classroom related to the teaching speaking through task based learning strategy based on the scenario which has been prepared well.

Observation (O)

The observation was conducted to know the effect of the action. There were four instruments used to get the data namely: observation sheet, students, answering sheet, and questionnaire. The explanations as follow:

- Observation sheet
It was used in order to know the students' comprehension in speaking.
- Students answering sheet
The sheet was used to know students' achievement on comprehension.
- Questionnaire
The questionnaire was used to know the students' response on the application of speaking. It was distributed at the end of cycle by the researcher.

Reflection (R)

In this step, the result of the observation was analyzed in order to find the strength and the weaknesses of the action and to decide whether the study should be continued or not.

The reflection was administrated during post activities of the session. The reflection was given by the end of each session as the panning.

Research Instrument

Research instrument is a significant factor was carrying out a research because it was important to get data and it should be constructed as valid and reliable as possible. The investigator used three kinds of research instrument. The first was teaching learning the scenario, questionnaire and one was norm of reference in assessing students' speaking ability categorized: Pronunciation, fluency, and comprehension.

Data Collection

The data required for the present classroom study were collected from administering Initial Reflection (IR), Reflection (R), or post- test and questionnaire, and teacher's diary. Teacher's diary was very important for the teacher since it could give some reflection of what was happening during the teaching and learning process. In other word, it was used to record all the activities

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during the activities was going on in each session.

The data gathered through IR the subject's pre-existing speaking in English, where data collected through questionnaires showed the students' changing behavior in learning and practicing speaking through task based learning strategy. The aim data of the study were collected through administering reflections which showed the students' progress in learning speaking by using task based learning strategy. Thus, the obtained data were in form of series of raw scores showing the students' ability in speaking.

Data Analysis

There were five sets of raw scores, which showed the students' progress in speaking comprehension through Task Based Learning Strategy. These data were analyzed by computing the mean score (X) for each session. Based on the research instruments in which the researcher administrated pre-test and post-test in each session, the data were analyzed and then the result of the analysis were discussed. The tabulation of

data is presented below. The mean score of the IR Score (X_o) and the mean of post=test score for the four sessions (X_1 , X_2 , X_3 , and X_4) can be computed as the following:

FINDINGS AND DISCUSSION

The data analysis which established the findings of the classroom action study shows that the mean of the IR or pre-test scores (X_o) obtained by the subjects under study in speaking through task showed out the mean figure 4,51, this mean figure clearly showed that the ability of the subjects under study was still low.

The result of the data analysis of the reflection scores in cycle 1 (S1 and S2) showed the increasing mean figures of 5,82 and 6,58 the grand mean figure of reflection of the post-test scores obtained by the subjects under study in cycle 1 was 6,20. These findings clearly showed that the speaking comprehension skill of the seventh grade students of SMP Negeri 3 Baturiti progresses and improved significantly after they had been taught through task based learning strategy. The result of the data analysis of the reflection or

post-test scores obtained by the subjects under study for cycle II (S3 and S4) pointed out an increasing mean figure of 7,31 and 8. The grand mean figure of the reflection or post-test scores obtained by the subjects under study in cycle II is 7,65. It was much higher than the mean figure of the IR scores.

The comparative percentages of the figures of the total response of the questionnaires for item A, B, C and D were 59,97 %, 36,53 %, 3,49 %, and 0 % . This percentage figures proved that the subjects' learning behaviors changed positively, that is, their attitudes and motivations was heightened significantly. These findings also indicated that teaching speaking through tasks could make more active and creative participation and involvement of the subjects under study.

The findings of the present classroom action study was in line with the research findings which revealed that task based learning strategy was effective to be implemented in teaching speaking. In relation to the objective of the present classroom action study, the

finding of the present classroom action study cannot be generalized to all junior high school of different classes belonging to the same school, in this case, SMP Negeri 3 Baturiti because the result of classroom action research is practically valid for the groups of students under study.

CONCLUSION

Based on the discussion, the present action study can finally be concluded, the purpose of this study is to improve the student's speaking skill especially in giving information and understanding message through short dialogue. The present classroom action study is conducted to help the students improve and develop their ability in speaking comprehension. The data obtained for the study which is in the forms of scores shows the students' progress in speaking skill to the seventh grade students of SMP Negeri 3 Baturiti Tabanan were descriptively analyzed, that was the mean scores obtained to the subjects in Initial reflection scores (X_o) was compared with their corresponding means in the initial reflection.

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Pre-test or initial reflection (IR) was applied to the students before the teaching speaking; it was also observed and known that they still had difficulties in giving information and understanding the message. The result of pre-test or initial reflection (IR) showed that their speaking ability was 4,51. It still belonged to low category.

The means of the reflection scores for cycle I obtained by the students were getting higher. The result of post-test in cycle I and cycle II showed that the grand mean score were 6,20 and 7,65, which can be classified into enough and more than enough.

For detail result of the treatment in pre-test or initial reflection (IR) = 4,51. Cycle I S1= 5,82, S2= 6,58 and cycle II S3= 7,31, S4= 8. So it can be concluded that task based learning strategy could effectively improve the students' speaking skill and increase the students achievement in learning English.

SUGGESTIONS

Since the research result shows that the teaching speaking through task-based learning strategy

has been proved to be effective in teaching speaking in increasing the students' speaking ability as well as their motivation to learn how to speak, it is highly advisable for other teachers to try to use this strategy in teaching speaking, even it is also advisable to use this strategy to teach other skills.

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